

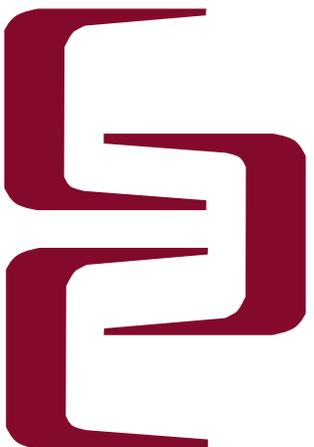


Institutional Accountability Plan and Report

2017 - 2018 Reporting Cycle
July 2018



College of
New Caledonia



Accountability Statement

July 14, 2018

Minister of Advanced Education
c/o Accountability Branch, BC Ministry of Advanced Education

Dear Minister,

We are pleased to provide the College of New Caledonia's 2017-2018 Accountability Report and Plan. This document outlines the College's mandate, strategic goals, directions and measurable outcomes as well as the Ministry of Advanced Education's service planning measures.

A report on 2016-2017 outcomes is provided, as is the College's action plan for 2017-2018, which marks the second year of the 2016-2020 Strategic Plan. We have completed CNC's Education Plan, which will support and complement the College's Strategic Plan and the BC public post-secondary strategic objectives and performance measures. We are also in the process of developing an Aboriginal Strategic Plan, which outlines the direction CNC will take to identify educational priorities relevant to the Aboriginal communities in the area the College serves.

As Board Chair and President we accept responsibility for the CNC report and plan and look forward to reporting on its success.

Sincerely,



Gillain (Gil) Malfair
Chair, Board of Governors



Henry Reiser
President

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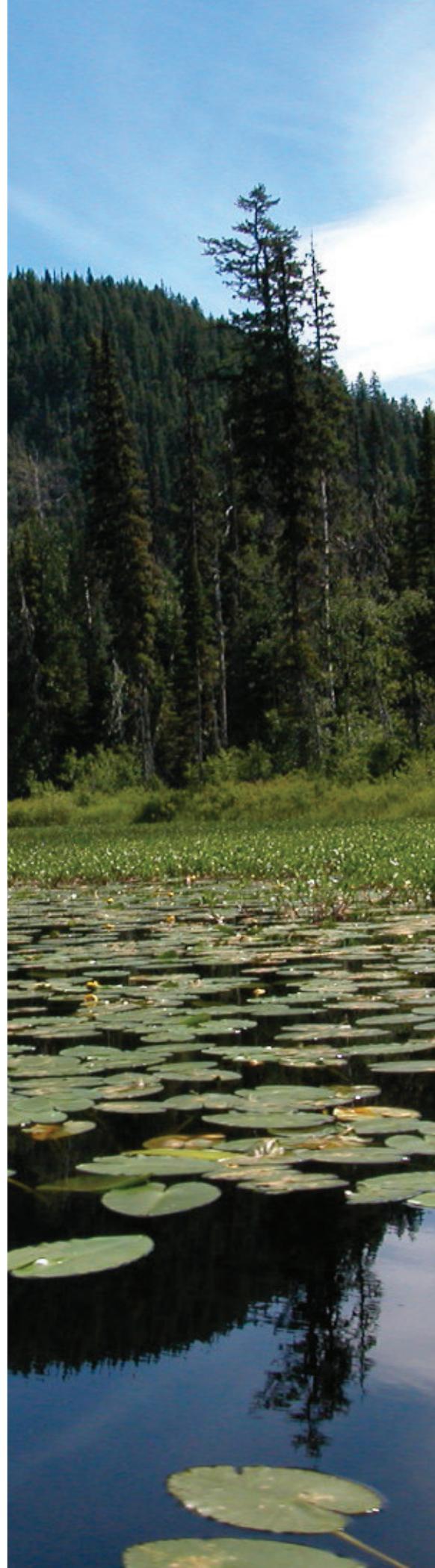
First Nations Traditional Territory

The College of New Caledonia (CNC) is honoured to work with the Aboriginal communities in this region, inclusive of the First Nations, Métis and Inuit peoples. We acknowledge the graciousness of the First Nations peoples in welcoming those who are seeking knowledge on their traditional territories. There are many First Nations communities whose traditional territories are located within the region served by the College:

Cheslatta Carrier Nation	Nee Tahi Buhn Band
?Esdilagh (Alexandria) First Nation	Saik'uz First Nation
Kwadacha Nation	Skin Tyee Nation
Lake Babine Nation	Stellat'en First Nation
Lheidli T'enneh Nation	Takla Lake First Nation
Lhoosk'uz Dene Nation	Tl'azt'en First Nation
Lhtako Dene Nation	Tsay Keh Dene Band
McLeod Lake Indian Band	Ts'il Kaz Koh (Burns Lake Band)
Nadleh Whut'en	Wet'suwet'en First Nation
Nak'azdli Whut'en	Yekooche First Nation
Nazko First Nation	

CNC's Aboriginal Partners

It is also important to acknowledge the participation of other Aboriginal groups whose support on Aboriginal advisory committees and the Yinka Dene Council contributes to the success of Aboriginal Education at CNC: *Carrier Sekani Tribal Council, PG Nechako Aboriginal Employment & Training Association, Métis Nation of BC, New Caledonia Métis Association, Prince George Native Friendship Centre, North Cariboo Family Program, Cariboo Chilcotin Aboriginal Training Centre, Tillicum Friendship Centre, and Aboriginal representatives from the University of Northern British Columbia, School Districts of Nechako-Lakes(91), Prince George (57), and Quesnel (28).*



Strategic Direction and Context

Strategic Direction

Institutional Overview

CNC is a public college dedicated to helping meet the adult and post-secondary educational needs of northern British Columbians since 1969.

Serving an area approximately 117,500 square kilometres in size, or 12 per cent of the province, CNC plays an important role in training and educating students in health sciences, trades and technologies, social services, business and university studies.

CNC has six campuses across British Columbia's central interior – Prince George, Burns Lake, Fort St. James, Mackenzie, Quesnel and Vanderhoof. Across all campuses, over 8,000 students in more than 90 distinct programs are enrolled each year.

With the second lowest tuition for a full-time academic arts program student at a BC college, practical, hands-on learning and no more than 37 students per class, CNC students can acquire the skills they need for a long-lasting, stable and successful career in as little as 10 months. CNC offers students the ability to easily transfer into the third year of degree programs with universities in B.C., Alberta and elsewhere.



Students

In the 2017-2018 fiscal year, CNC served 8,429 individual students including 3,742 in continuing education courses. These numbers equate to 3,576 full-time equivalent (FTE) students, including 1,224 FTE in trades programs, 417 FTE in allied health programs and 786 FTE international students.

CNC has an equal number of female and male students and an average student age of 27 years. In the 2017-2018 fiscal year, CNC's international students comprised 15 per cent of the College's student body. International students are predominantly studying at the Prince George campus.

Aboriginal Students

Approximately 20 per cent, or 1,417 of domestic students attending CNC are Aboriginal, which is higher than the percentage of Aboriginal people (12.9 per cent^[1]) living in the College's service area. Aboriginal students at regional campuses range from 15 per cent to 48 per cent of the students CNC serves. Fort St. James, Burns Lake and Mackenzie campuses all have more than 25 per cent Aboriginal students. First Nations communities are distributed throughout the College's vast service area - with some being rural and isolated - which makes our commitment to in-community programming and education essential to meeting the social, educational and economic needs of Aboriginal partners and learners.

Employees

CNC has between 500 and 700 staff throughout the year, with fluctuations related to seasonal and contract employment of faculty and operational (unionized) staff. At the end of March 2018, CNC had 474 full-time and 229 part-time administrators, faculty, and operational staff.

CNC plays an important role in training and educating students, serving an area approximately **117,500** square kilometres in size.

20%

of domestic students are Aboriginal.

Served **8,429** students in 2017-18 fiscal year.



Strategic Planning

The College's Mission statement, Vision statement and institutional values reflect CNC's strategic direction through to 2020.



Mission

The College of New Caledonia's mission, as a comprehensive community college, is to provide access to lifelong learning and to facilitate the achievement of educational and personal goals. We are responsive to the diverse needs of our students, our employees, and the communities in our region. In a dynamic, consultative environment, we deliver quality programs and promote the success of every student.



Vision

The College of New Caledonia's vision is to deliver programs and services of the highest standard possible to our learners. CNC will be recognized regionally and internationally for implementing effective learning opportunities, which will increase educational access for our learners. Students, employees and communities will share "*one experience*" of CNC. Our programs will support the development of local, regional and global leaders.



Values

At CNC, our values guide the work that we do and the decisions that are made.



Respect - We respect and value each individual by being inclusive and embracing the diversity of our learners and college communities.



Accountability - We are accountable to each other and to the college community for our actions and for achieving our commitments.



Integrity - We act with integrity, fulfilling promises and ensuring open, respectful relationships.



Transparency - We conduct ourselves in an open, honest, and transparent manner.



Relationships - We work together to advance CNC in its academic mission and in fostering respectful relationships.

CNC 2016-2020 Strategic Plan

The College of New Caledonia has entered the third year of its 2016-2020 Strategic Plan – Promoting Student Success. During the first year of implementation, the College established a planning framework to support departments in the development of annual plans in support of College priorities.

During the second year, each department and campus was required to develop a departmental/campus action plan in which they determined what strategic priorities and actions their department/campus was going to address throughout the year. Each department/campus provided progress reports to their Executive lead in January 2018 and again in May 2018. A consolidated institutional report on year two of the Strategic Plan is currently being written and will be presented to the Board of Governors at the October 2018 meeting.

To ensure College planning continues to mature and meet the needs of the Board of Governors, and therefore the Ministry, the College has increased the resources to focus on the Strategic Plan Implementation Framework and business process development. With two roles working together, this will ensure a consistent approach is being taken on the development, review and reporting regarding College plans (ex. Education Plan and Aboriginal Strategic Plan), policies and processes. This will further the institution's process and planning maturity and assist the College in meeting the goals and strategies that have been established in the Strategic Plan.

More information on the goals and strategies can be found in the Performance Plan: Goals, Objectives, Performance Measures, Targets and Results section below and on the CNC Strategic Plan webpage: http://www.cnc.bc.ca/Exploring/Services/Administration/Our_CNC_Strategic_Priorities.htm

Our CNC Strategic Priorities

Student Success



Aboriginal Education



Community Engagement



Culture of Service



Organizational Culture



CNC Education Plan

The development of the CNC Education Plan, which was published in November 2017, was led by the Executive Vice President Academic, Applied Research and Students and informed by internal conversations, community consultations and a broad-reaching survey. It was also supported and informed by the Education Council and an education planning steering committee to ensure the priorities and strategies outlined within the Plan meet the needs of our region and all educational program areas.

The CNC Education Plan emphasizes providing a Framework for Student Success, comprising three pillars: quality programs; quality delivery; and quality services. The Education Plan integrates with the Strategic Plan, ensuring that the College's educational and strategic priorities remain in alignment and reinforce one and another.

The Education Plan will now be the touchstone for all academic and educational units throughout the College to plan, prioritize and implement projects and initiatives. This will include ensuring alignment with the Truth and Reconciliation Commission: Calls to Action.

Community Partnerships

Through relationships with community, industry and educational partners, CNC works to stay relevant and proactive in addressing industry and community needs. As the College continues to grow, so do these partnerships. With six campuses throughout CNC's vast catchment region, the needs of each area differ. The College works with its community partners to make sure to respond to the education needs of each unique area. As economic and labour market needs change, so does our programming.

Partnerships with educational providers are also integral to student success and mobility. A number of formal agreements are in place with area school districts and post-secondary providers. In many cases, this allows students who are from the College region to stay in their home communities and access the education they desire.

In March 2017, CNC Quesnel took over the Quesnel School District's retail and industry training programs. Since then, the College has expanded course offerings and — with the help of regional business and industry — trained 257 per cent more students in the first quarter of 2018 than the first quarter of 2017. CNC also renewed its successful partnership with the CNC Faculty Association and School District 57 offering dual credits to high school students taking college level courses. The approach streamlines and improves students' experience as they transition to post-secondary education.

CNC works with multiple industry partners to provide industry feedback and standards. In June 2017, CNC signed a memorandum of understanding (MOU) with the Independent Contractors and Business Association (ICBA) to collaborate on recruitment, retention and advancement opportunities for CNC graduates. The MOU was the first of its kind between ICBA and a post-secondary institution.

In 2018, CNC hosted engagement sessions on all six community campuses for those interested in the future of agriculture business in northern BC. The information feedback sessions are funded by the Government of Canada and British Columbia through Growing Forward 2, a federal-provincial-territorial initiative. This project is meant to understand labour market demands and the types of needs there are for training and the delivery of that training, in the agricultural sector. Next steps include assembling a steering committee to guide program content, draft program structure and delivery, seek funding for

curriculum development and infrastructure needed for delivery, and further outreach to communities to build a student base. Training will be offered on a cost recovery basis in the near future.

The College is actively seeking to solidify MOUs with the 21 Aboriginal communities in the region. On National Aboriginal Day, June 21, 2017, CNC signed a historic MOU with the Lheidli T'enneh First Nation called, "We Learn Together." The intention of the agreement is to strengthen the relationship between both parties and help inform continued work on Indigenizing curriculum and student services at CNC.

CNC signed an MOU with the Cheslatta Carrier Nation during the grand opening of the community's new Education Centre in March 2018. The MOU sets a strong foundation for a future working relationship based on the principles of respect, communication, trust and understanding. It also helps inform continued work to provide community-based programs to Cheslatta.

The College strengthened its relationship with the Aboriginal Housing Society of Prince George (AHSPG) with the signing of a MOU on April 17, 2018. The MOU formally recognized the work CNC and AHSPG have undertaken to establish and promote a collaborative working relationship to provide family housing that is safe and affordable.

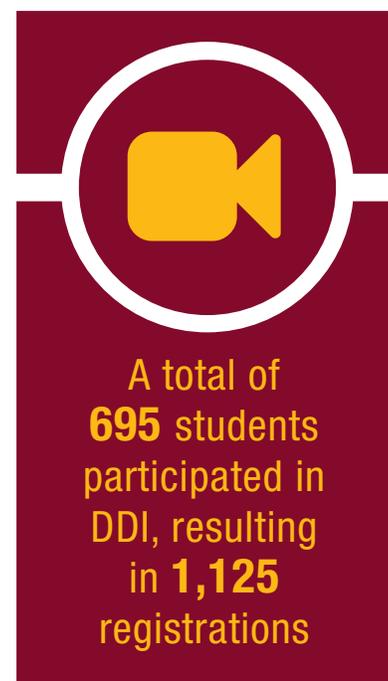
Digital Delivery Instruction

Digital Delivery Instruction (DDI) technology is an innovative learning experience that collects students from different campuses into a live and interactive classroom. This technology has allowed students at CNC's community campuses to take classes in their communities that, historically, would not have run in the past due to low enrolment.

DDI has experienced tremendous growth and has expanded to all community campuses since its implementation at CNC in 2015. In the 2017-2018 fiscal year, the College delivered 42 course sections in 31 different courses using DDI^[2] technology. A total of 695 students participated in DDI, resulting in 1,125 registrations. In terms of growth over the 2016-2017 fiscal year, DDI has experienced a 66 per cent increase in participation, a 95 per cent increase in registrations and a 133 per cent increase in course section offerings. Students who access DDI classrooms from a receiving perspective are typically studying in community campuses and who may not have had the same opportunities of educational access. In the 2017-2018 fiscal year, there were a total of 234 students in receiving DDI classrooms; of these students, 40 per cent registered in two or more DDI course sections.

In the 2017-2018 fiscal year, DDI classrooms on four campuses featured instructor stations with expansion planned to all six campuses in the 2018-2019 fiscal year. DDI was also integral to establishing a practical nursing program launching in Burns Lake in September 2018 as prospective students were able to complete prerequisite courses in their home community.

In September 2018, the College is launching our Associate of Arts Degree with an Aboriginal Studies Concentration to all of its community campuses. This marks the first time an Associate Degree with transfer pathways to other Bachelor Degree programs has been available to students in their own communities.



[2] All DDI Classrooms includes those that are 'Receiving' and 'Delivering/Receiving'. For more information please see http://www.cnc.bc.ca/programs-courses/Digital_Delivery_Instruction.htm



DDI's potential is wide-reaching. When students are able to learn in their own community, the whole region thrives. The technology can be installed into smaller First Nations communities and offer relevant and quality programming to students without having to relocate. CNC believes DDI can bridge the gap that distance has on access to education.

Strategic Context

The rural, northern and remote contexts in which the College and partner communities and agencies thrive are the defining reality for who we are and what we do. CNC continues to focus on industry and community engagement, credential integrity and innovation helping to shape the College's future in alignment with the BC Skills for Job Blueprint and the Aboriginal Policy Framework & Action Plan.

The region, historically grounded in the forest sector, has been making inroads with mining, liquefied natural gas, pipeline and electrification projects. A regional focus on the capacity and engagement of Aboriginal communities in these new sectors is critical to the development and evolution of northern BC.

The following information reflects the evolving labour market in the region and the flexibility of the educational response required by CNC and its partners to meet emerging needs as the region comes to terms with changing economic and social realities.



Population and Demographics

The New Caledonia College region population experienced minor growth between 2016 and 2017 and is projected to keep growing. Regional District population estimates from 2016 and 2017 reflect growth and stability in various regions: Bulkley-Nechako has grown 10.4 per cent, Fraser-Fort George and the Cariboo have remained stable.^[3]

Many communities in northern BC are reliant on forestry and other resource extraction industries for employment and economic sustainability. In the Cariboo labour market region, wood product manufacturing is forecasted to be one of the largest job openings in the next decade while mining is expected to be a top 10 industry in the North Coast/Nechako labour market region throughout the same time frame. With the majority of job openings in both regions the result of



retirement, the population trends experienced between 2016 and 2017 could be expected to continue.^[4]

The New Caledonia region has seen a 15 per cent decline in the 15 to 19 year olds population from 2013 to 2017, while the 10 to 14 year old population has remained stable. Population projections from 2017 to 2021 see four per cent growth for 10 to 14 years old and a continuing decline for 15 to 19 year olds at nine per cent.^[5]

High School Completion rates

In the three school districts within the New Caledonia College Region (SD91, SD57 and SD28), an average of 75 per cent^[6] of all students graduated Grade 12 within six years of beginning Grade 8. For Aboriginal students, the average across the three districts is 63 per cent and has an overall increasing trend over the last five years (from an average of 56 per cent in 2012-2013).

Aboriginal Population

The Aboriginal populations in the three Regional Districts is growing. From 2006 to 2016: the Cariboo Regional District grew 13 per cent, Fraser Fort George grew 28 per cent and Bulkley-Nechako has grown three per cent.^[7] The Aboriginal populations for the CNC catchment regions have demonstrated a strong desire to access education, training and jobs close to home. As reflected in the high school completion rates shown above, the number of Aboriginal students successfully completing high school and becoming post-secondary and/or employment-ready is also growing.

This will have an impact on the need for regional programming and the demand for education and training, especially at CNC's community campuses, which have the highest proportion of Aboriginal learners.

[3] Fraser-Fort George regional district 0.71% decline; Cariboo regional district 0.15% decline between 2016 and 2017 population estimates

[4] https://www.workbc.ca/getmedia/66fd0e7c-734e-4fcb-b1a6-0454862525a6/BC_Labour_Market_Outlook_2017_Edition_Nov_2017.PDF.aspx

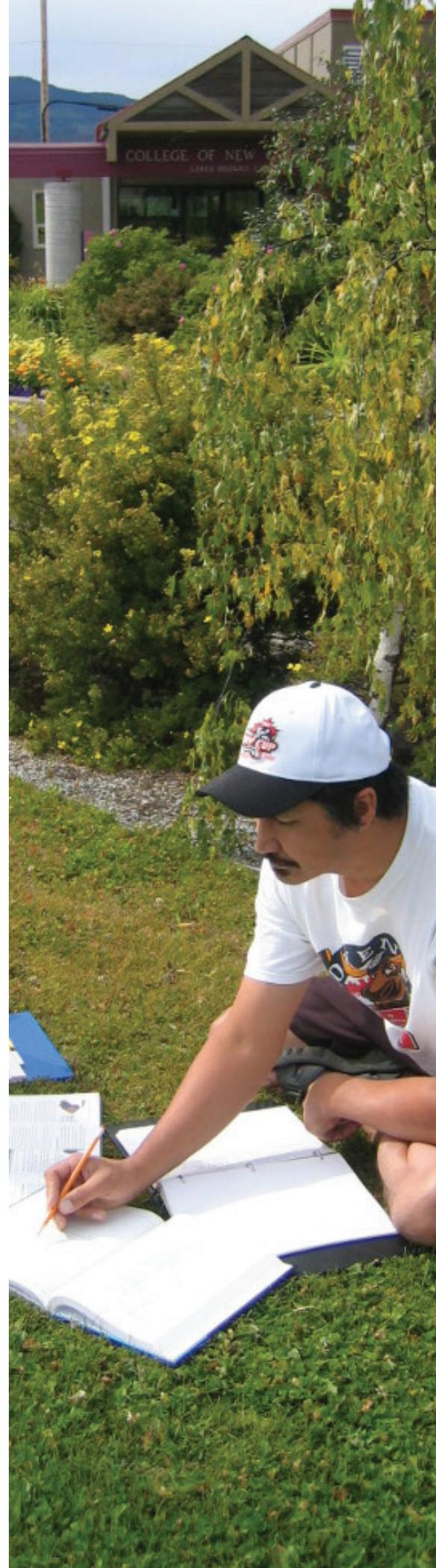
[5] Sub-provincial Population Estimates by 5 year Age Groups – New Caledonia College Region. <https://www.bcstats.gov.bc.ca/apps/PopulationEstimates.aspx>. Date accessed: 6/19/2018

Sub-provincial Population Projections by 5 year Age Groups – New Caledonia College Region. <https://www.bcstats.gov.bc.ca/apps/PopulationProjections.aspx> Date accessed: 6/19/2018

[6] http://www.bced.gov.bc.ca/reporting/systemperformance/?utm_source=old_bced_website&utm_medium=prov_reports_page&utm_campaign=clicks_from_old_reporting_site&utm_content=inline_link

[7] 2006 Census Profiles: Fraser-Fort George Regional District (Census Division), Bulkley-Nechako Regional District, Cariboo Regional District. <http://www.bcstats.gov.bc.ca/StatisticsBySubject/Census/2006Census/Profiles/RegionalDistricts.aspx>. Date accessed: 6/19/2018

2016 Census Profiles: Fraser-Fort George Regional District (Census Division), Bulkley-Nechako Regional District, Cariboo Regional. <http://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E>. Date accessed: 6/19/2018





Regional Labour Market and Training – Internal and External Environments

The area CNC serves is divided amongst the Cariboo and North Coast/Nechako labour market regions in the British Columbia Labour Market Outlook: 2017 Edition.

The Cariboo labour market region, which encompasses Prince George, Quesnel and Mackenzie, is expected to see 25,900 job openings between 2017 and 2027. The majority of these openings are due to retirement with only 10 per cent projected to be the result of economic growth.^[8]

The North Coast/Nechako labour market region, which includes Burns Lake, Vanderhoof and Fort St. James, is expected to have 11,700 job openings throughout the next decade with 97 per cent needed to replace retiring workers.

Jobs requiring a diploma, certificate or apprenticeship training will account for 42 per cent of openings in British Columbia between 2017 to 2027 according to the BC Labour Market Outlook: 2017 Edition. This makes up the largest educational component of job openings throughout the next decade. As an institution providing quality, industry-relevant diplomas, certificates and apprenticeship training, CNC will continue to play an essential role in educating workers in northern BC and beyond. With jobs requiring bachelor's, graduate or first professional degree the second highest educational requirement for job openings at 36 per cent, CNC's university transfer programs will continue to be an affordable option for students as they embark on their educational path.

The largest employment industries of both labour market regions comprise of wholesale and retail trade, manufacturing, health care and social assistance. While employment in the both regions continue to rise at an annual rate of 0.4 per cent, this is lower than the provincial rate of 1.1 per cent.

The College continually considers and integrates labour market and training needs with educational programming and direction to best serve our regional communities. Through the work of Aboriginal liaisons at all six campuses, CNC is actively involved with Aboriginal communities to identify and deliver relevant training opportunities.

The Cariboo labour market region is expected to see 25,900 job openings between 2017 and 2027.

[8] https://www.workbc.ca/getmedia/66fd0e7c-734e-4fcb-b1a6-0454862525a6/BC_Labour_Market_Outlook_2017_Edition_Nov_2017.PDF.aspx

New Programs and Investments

Aboriginal Housing Project

The area CNC's six campuses serve is approximately 117,500 square kilometres, or about 12 per cent of British Columbia. Within that region are 21 First Nations communities that are both diverse and growing. Many Aboriginal students attending CNC come from remote communities and finding safe and affordable housing is often a challenge.

The \$2.6 million Aboriginal housing building at CNC's Prince George campus will offer culturally supportive housing and improve access to post-secondary education and training for Aboriginal students coming from remote northern communities.

CNC will work with the Lheidli T'enneh First Nation and other Aboriginal peoples to ensure the housing is a welcoming and safe space for Aboriginal students to attend and stay. Construction is expected to begin early 2019 with the first intake of students living there by fall 2019.

Civil Engineering Technologist Diploma

In CNC's 2016-2017 Accountability Report, a broad shortage of skilled technologists and engineers in northern BC was identified as a regional need. The \$250,000 investment in the development of a Civil Engineering Technologist diploma at CNC is ensuring those living in the north will have access to the high quality training needed to enter an in-demand and expanding field in the region.

The program will support a total of 50 spaces by 2021-2022, and is expected to produce 25 graduates per year by 2022.

This new diploma program joins CNC's already-existing one-year Engineering (Applied Science) certificate, which guarantees second-year entrance into the Bachelor of Applied Sciences degree programs at UBC Vancouver and UBC Okanagan, and offers seamless transfer into the UVic's Bachelor of Engineering program.

Vanderhoof Campus Renovations

In 2017, the Province provided CNC with \$1.7 million to purchase a new facility that would replace the current outdated campus in Vanderhoof. On May 1, 2018, the Province announced \$5.2 million of funding to renovate the two retail buildings on 2.38 acres of land into a modern post-secondary campus.

Renovations and upgrades will include construction of teaching spaces, a trades workshop, classrooms and a computer lab, in addition to support and service spaces. Site improvements are expected to include sidewalks, lighting and new signage. The work will result in more functional space for trades and other programs, such as business administration, continuing education, university studies and health and human services.

CNC will begin a consultation process with the region, including the community of Vanderhoof and surrounding First Nations communities, regarding the new campus in the summer. Classes are expected to start in the new building for the fall 2019 semester.

Quesnel Expansion and 4th Class Power Engineering

In April 2017, the Province of British Columbia announced funding to accommodate a new high-pressure steam boiler and facility expansion at CNC's Quesnel campus at a cost of \$3.8 million. Since then, the scope of the project increased to include an expanded computer simulation lab, a new welding lab, a new atrium and addition yard space. As a result, the cost of the project increased to \$5 million.

The broadening scale of the project has resulted in the Level 4 Power Engineering program in Quesnel being suspended for a year. To accommodate Quesnel students, CNC set aside six of its seats in the September 2018 intake of Level 4 Power Engineering at CNC's Prince George campus.

Construction is expected to complete May 2019 with Level 4 Power Engineering to resume in Quesnel September 2019. When this expansion is completed, the new training spaces and new boiler will provide students seeking a future in the trades with a top training destination in Quesnel.

Heavy Duty Mechanic Facility

The Piping Foundation and expanded Heavy Equipment Operator trades programs have helped to address industry needs in line with the BC Skills for Jobs Blueprint. The \$15 million investment into a new Heavy Duty Mechanic facility in Prince George ensures CNC is providing up-to-date training building for our students and doubles the amount of training in the region.

The 2,326-square-metre building will replace leased facilities and accommodate 251 existing FTE spaces and up to 48 new student FTEs in the heavy-duty equipment technician and truck and transport mechanics program.

Construction began March 24, 2017, and is expected to be completed by July 31, 2018 with occupancy scheduled August 7, 2018 through August 24, 2018.

Sonography Program

Sonography has again been identified as one of the top priority health professions by the Province in the 2017 BC Labour Market Outlook. CNC opened registration for its Diagnostic Medical Sonography diploma program in June 2018 with the first intake of students scheduled for January 2019.

The new program, which has 16 seats, will increase the overall number of sonography graduates in B.C. In addition, admission preference will be given to northern BC candidates to address regional demand by encouraging students who are from the North to study in the North and to continue to work in the North.

Regional Needs

Because of the province's aging population, health care and social assistance will be the top industry group for job openings in the North Coast/Nechako and Cariboo labour market regions throughout the next decade.^[9] With much of the job openings in these regions the result of retirement, it is anticipated there will be an expansion of the health system in response to B.C.'s aging population. It is also expected that there will be a growing need for data scientists as well as the potential for growth within the field of agribusiness.

CNC educates students in an array of health science fields, including Dental Assisting, Dental Hygiene, Health Care Assistant, Medical Lab Technology Science, Medical Office Assistant, Medical Radiography Technology, Northern Collaborative Baccalaureate Nursing Program, Nursing Unit Clerk, Practical Nurse and Sonography starting in 2019. Increasing CNC's existing capacity to educate more students in these programs would be a positive step toward meeting the expected labour demand.

Physiotherapists (PTs) and Occupational Therapists (OTs) are once again included in the provincial top priority health professions list, and the need for these health professionals is mirrored in the northern BC health region. It is difficult to attract and retain these professionals, especially when they are not from the northern region and the salaries in Alberta for the same roles are significantly higher. Northern Health is unable to compete for these professionals, which is negatively impacting health care services for northerners. Non-resident PTs and OTs are used to periodically serve small and rural communities. To address this and improve the standard of care, Northern Health and the College (among other partners) are exploring the feasibility of a Rehabilitation Assistant program. Given the limited resources available and the non-resident nature of specialist health service providers serving rural communities in northern BC, establishing teams of non-resident professionals and resident rehabilitation assistants would extend the reach of the specialists between visits to underserved communities.

British Columbia is experiencing a growing demand for data analytics professions. Employers in the region are investing in resources to expand their data collection capabilities and anticipate their requirements for human resources with skill sets in data mining, data visualization, data management, statistics and machine learning will continue to increase. CNC's Community and Continuing Education department has established a steering committee to research and develop a data analytics program under a cost recovery model. A data analytics program will prepare graduates for careers as information systems analysts and consultants (NOC 2171), as well as database analysts and data administrators (NOC 2172). Combined, these occupation classifications are expected to realize a total of 8,860 job openings throughout the province between 2017 and 2027.

Agricultural and agri-food business sectors continue to be an evolving industry in Canada. In response to this, CNC met with members of the public, business and community at all six campuses to hear thoughts and opinions on what the skills and training needs are for northern BC's agricultural sector. These public information sessions were funded by the Government of Canada and British Columbia through Growing Forward 2, a federal-provincial-territorial initiative.

Community engagement was the first step in developing new programming specific to the unique needs and growing environments in northern BC. The next steps of the project include assembling a steering committee to guide program content, draft program structure and delivery, seek funding for curriculum development and infrastructure needed for delivery, and further outreach to communities to build a

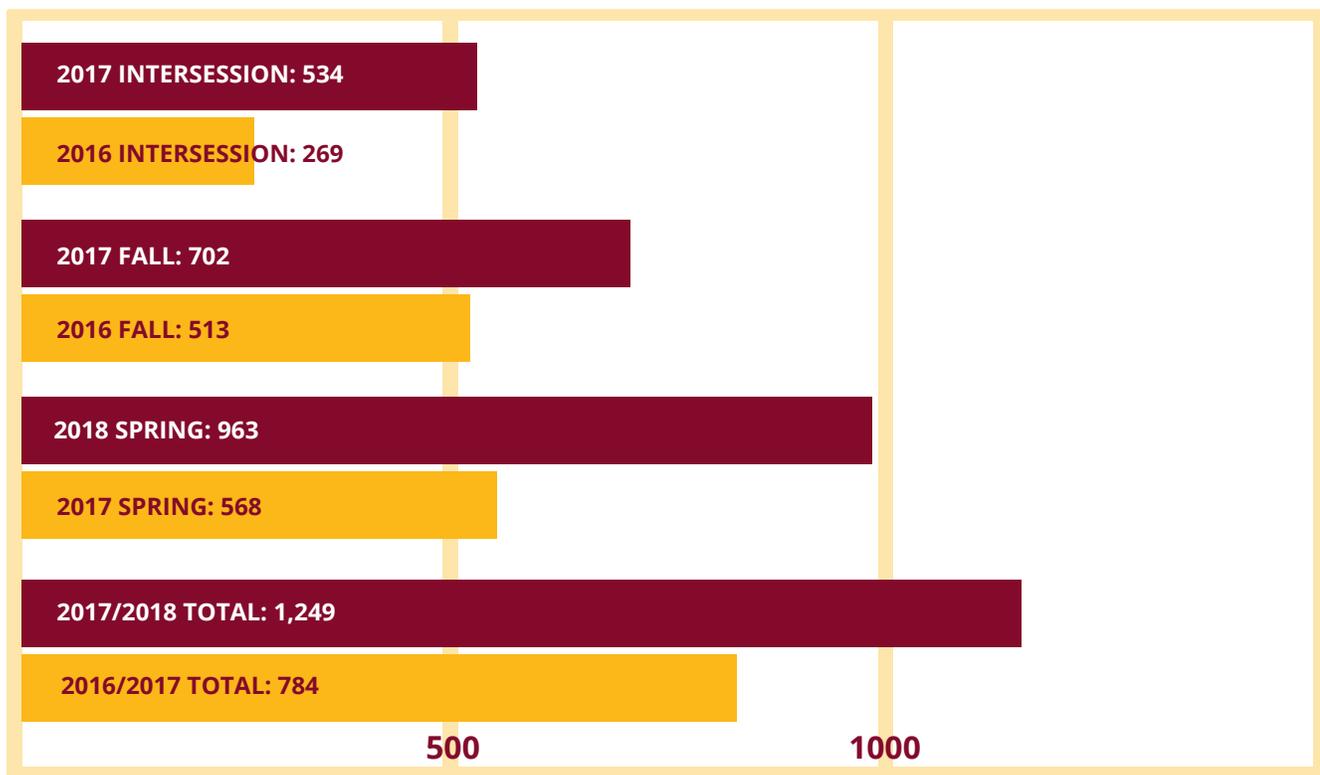
[9] https://www.workbc.ca/getmedia/66fd0e7c-734e-4fcb-b1a6-0454862525a6/BC_Labour_Market_Outlook_2017_Edition_Nov_2017.PDF.aspx

student base. CNC is excited to move forward in producing skills training that continues to meet the needs of students, community and industry.

Program initiatives targeted for specific employment/educational outcomes are largely dependent on external funding contracts, making it challenging to provide sustainable opportunities for communities. These funding dependent contracts put a stress on institutional resources by requiring on-going development, revision, and submission of proposals rather than focusing on continuous delivery and improvement of services. However, CNC continues to be successful as a proponent of many contracts and is appreciative of the opportunity respond to community needs through these short-term initiatives.

International Education

CNC's international student population experienced exponential growth the 2017-2018 fiscal year. The College welcomed 1,249 individual international students in 2017-2018, representing 36 countries. This is a 63 per cent increase in students over 2016-2017 fiscal year.



CNC's two main markets for international students remain India and China, with increased enrolment this year from Philippines and South Korea. Other markets include Vietnam, Nigeria, other countries in Africa, as well as countries in Latin America.

In fall 2017, CNC hosted another cohort of 29 students from the Mexican Mobility Program. The students participated in English as a Second Language (ESL) courses as well as three university-transfer courses in subjects such as English, Web and Graphic Design, Film Studies, Art History and Women's Studies. CNC was one of nine Canadian institutions to participate in the Mexican Mobility Program in 2017 and a CNC representative attended the evaluation and de-briefing sessions hosted by the Mexican government in Pachuca, Mexico the following January.

In addition, CNC welcomed cohorts of ESL students from Brazil and Daegu Health College in South Korea in July 2017 and another cohort of students from Mexico in October as part of the Proyecta 10,000 program. During their time on campus, students from all three cohorts enjoyed some northern BC hospitality, including trips to West Lake and Barkerville as well as hiking in the Ancient Forest.

CNC staff and international student leaders organized more than 34 events and activities throughout the year for international students. Highlights included Diwali celebrations in October, which were hosted for the first time on campus, and involved food, dance, a presentation on the significance of Diwali and a candle-lighting ceremony attended by the mayor of Prince George and representatives of City Council. February was a busy month, as we organized the annual Lunar New Year celebration, which is always well-attended by staff, students, faculty, homestay families and members of the Prince George community. CNC recognized International Education Week in November – the activities encompassed traditional arts and crafts, information booths hosted by students from various countries, turban-tying, a fashion show, and the ever-popular intercultural potluck hosted in partnership with the Aboriginal Resource Centre.

CNC continues to expand its offerings of study abroad opportunities for Canadian students, which included a field school to Ecuador for students in the Natural Resources and Forest Technology (NRFT) diploma, practicum placement in Bangalore, India, for the second-year nursing students, and several social work students completing practicums overseas throughout the 2017-2018 fiscal year. CNC also completed the second year of a three-year iStep project in Shinyanga, Tanzania, delivering Heavy Duty Mechanic training in partnership with College of the Rockies. The training program was officially launched in Shinyanga in February 2018.



Performance Plan: Goals, Objectives, Performance Measures, Targets and Results

Goals and Objectives

This section describes CNC's goals and objectives and shows how they align with the five long-term system objectives for public post-secondary institutions in BC: capacity, access, efficiency, quality and relevance. System objectives are indicated in bold. Objectives from CNC's Mandate Letter and the Taxpayer Accountability Principles that relate to institutional goals are also included and identified below.

Institutional goals and objectives are based on the strategic directions and actions outlined in CNC's 2016-2020 Strategic Plan – Promoting Student Success.

STRATEGIC DIRECTION 1: STUDENT SUCCESS		
Support and enhance the student experience to enable the engagement and success of our learners.		
Institutional Objective	System Objective	Strategies
1.1 Ensure quality, relevant, and responsive curriculum and programs.	Quality, Relevance, Jobs Blueprint*	<ul style="list-style-type: none"> CNC Education Plan created with input from program and community members through the College region to ensure a common academic standard, vision, and direction that will be applied across all programs and will ensure our students receive consistent high quality education at all of our campuses and regions.
1.2 Increase access to quality educational opportunities through a variety of learning delivery methods.	Access	<ul style="list-style-type: none"> Increase access to educational opportunities through flexible delivery of programs, including online, blended, and the real-time, instructor-led Digital Delivery Instruction (DDI). Support strong connections with community organizations to ensure program relevance.
1.3 Increase partnerships and agreements with community organizations and educational institutions.	Relevance	<ul style="list-style-type: none"> International Education department's strategic plan updated to ensure it continues to advance the Ministry of Advanced Education's International Education Strategy. Continue to expand existing and establish new transfer options for students to other post-secondary institutions provincially, nationally and internationally to enhance student options for further education.
1.4 Increase student access to international activities.	International Education Strategy**	<ul style="list-style-type: none"> Increase accessibility of awards and bursaries by streamlining application and awards systems.
1.5 Increase the number of articulation agreements.	Access	

*Jobs Blueprint: CNC Mandate Letter Key Strategy **International Education Strategy: CNC Mandate Letter Key Strategy

STRATEGIC DIRECTION 2: CULTURE OF SERVICE

Ensure quality service and an excellent experience for students and all stakeholders engaging with CNC.

Institutional Objective	System Objective	Strategies
2.1 Ensure quality integrated, user-focused and efficient systems and services.	Efficiency, Cost Consciousness*	<ul style="list-style-type: none"> • Continue to ensure service enhancements and changes increase internal efficiency and are aligned with student needs. • Engage front-end, service-oriented, and public-facing departments to develop a standard of customer services to be used across the College. • Develop standardized operating procedures for use in all departments and all college campuses. • Participate and contribute in the EducationPlannerBC initiative. • Ensure accessibility and student spaces are key considerations when planning renovations and campus development to support inclusive, diverse, and welcoming campuses. • Establish process for collecting feedback to promote continuous service improvements. <p>*Cost consciousness: Taxpayer Accountability Principle **Respect: Taxpayer Accountability Principle</p>
2.2 Ensure future renovations to college campuses maximize accessibility for all users.	Respect**	
2.3 Develop process for receiving feedback.	Efficiency, Cost Consciousness*	

STRATEGIC DIRECTION 3: ABORIGINAL EDUCATION

Work in collaboration with Aboriginal communities to incorporate Aboriginal cultures throughout CNC campuses and programming.

Institutional Objective	System Objective	Strategies
3.1 Support Aboriginal students to participate, complete, and be successful in CNC courses and programs.	Access	<ul style="list-style-type: none"> • Expand services targeted to Aboriginal learners to enhance their experience and probability of success. • Develop and implement an Aboriginal Education Plan to guide the College in its support of Aboriginal learners with targeted and culturally relevant support services. • Increase inclusion of Aboriginal culture, history, teachings, and knowledge in CNC courses, programs and on campus to enrich all student and staff experience. • Embed the Indigenization consideration into new course/program proposal process. • Increase collaboration efforts with Aboriginal communities, Aboriginal Advisory Committees, and the Yinka Dene Council to ensure Aboriginal Education is meeting the needs of the Aboriginal peoples within our region. <p>*Aboriginal Education and Training Policy Framework: Mandate Letter key strategy</p>
3.2 Incorporate more Aboriginal culture, history, teachings, and knowledge in CNC courses, programs and on campus.	Relevance	
3.3 Develop a CNC Aboriginal Strategic Plan that supports the Aboriginal Post-Secondary Education and Training Policy and Action Plan.	Aboriginal Education and Training Policy Framework*	
3.4 Build relationships with and be accountable to Aboriginal communities for educational goals.	Relevance	

STRATEGIC DIRECTION 4: ORGANIZATIONAL CULTURE

Create a values-based organizational culture rooted in the established institutional values.

Institutional Objective		System Objective	Strategies
4.1	Encourage a culture of accountability.	Accountability*	<ul style="list-style-type: none"> • Continue to work towards a values-based organizational culture with the change management and organizational development initiatives already underway. • Ensure standardization of performance management and accountability measures. • Acknowledge and celebrate the achievements of our employees. • Increase the overall satisfaction and experience of all those we reach. <p>*Accountability: Taxpayer Accountability Principle **Financial Targets: CNC Mandate Letter Key Priority</p>
4.2	Promote team building, employee engagement, and a workplace design that supports employee success.	Efficiency	
4.3	Improve professional development opportunities and increase employee satisfaction.	Quality	
4.4	Develop and implement initiatives to enhance team and departmental effectiveness.	Financial Targets**	

STRATEGIC DIRECTION 5: COMMUNITY ENGAGEMENT

Ensure active connections to community by ensuring those connected to the college are engaged with and informed of college activities.

Institutional Objective		System Objective	Strategies
5.1	Expand community involvement by engaging a broader base of community members in college activities.	Access, Relevance	<ul style="list-style-type: none"> • Develop a comprehensive Communications plan to support strong relationships and timely and relevant engagement. • Increase communication with students, Aboriginal communities, employers, industry groups, employees, and others to ensure those connected to the college are involved with CNC's decisions and activities • Increase community participation on CNC's Program Advisory Committees to ensure courses and programs are relevant and meeting the needs of communities and employers. • Continue to build relationships with and be accountable to communities for educational goals. • Establish an integrated communications approach, utilizing timely and creative channels.
5.2	Implement a communications and engagement plan to strengthen relationships with communities.	Relevance	
5.3	Increase awareness of the college educational opportunities.	Capacity, Access	

2017 - 18 Performance Measures, Targets, and Results

	Performance Measure 1	Actual 2016/17	Target 2017/18	Actual 2017/18	Assessment 2017/18	2018/19	2019/20	2020/2021	
Capacity	Student spaces ²								
	Total student spaces	1,630	3,141	1,590	Not Achieved	3,164	3,125	3,150	
	Nursing and other allied health programs	407	471	417	Not Achieved	482			
	Developmental programs	172	522	188	Not Achieved	522			
	Credentials awarded ³								
	Number	794	741	760	Achieved	724	TBD	TBD	
Access	Aboriginal student spaces ⁴								
	Total Aboriginal student spaces	779	398	736	Exceeded	TBD			
	Ministry (AVED)	546		451					
	Industry Training Authority (ITA)	233		285					
Quality	Student satisfaction with education ⁵								
		%	+/-		%	+/-			
	Former diploma, associate degree and certificate students	92.9%	1.4%	≥ 90%	92.6%	1.5%	Achieved	≥ 90%	
	Former apprenticeship students	91.4%	2.6%		95.6%	2.2%	Achieved		
	Student assessment of the quality of instruction ⁵								
		%	+/-		%	+/-			
	Former diploma, associate degree and certificate students	92.5%	1.4%	≥ 90%	92.6%	1.5%	Achieved	≥ 90%	
	Former apprenticeship students	95.7%	1.9%		96.9%	1.8%	Achieved		
	Student assessment of skill development ^{5,6}								
		%	+/-		%	+/-			
	Former diploma, associate degree and certificate students	89.1%	1.7%	≥ 85%	87.6%	1.8%	Achieved	≥ 85%	
	Former apprenticeship students	85.0%	3.7%		88.0%	3.6%	Achieved		
Relevance	Student assessment of usefulness of knowledge and skills in performing job ⁵								
		%	+/-		%	+/-			
	Former diploma, associate degree and certificate students	84.5%	2.9%	≥ 90%	81.0%	3.6%	Substantially Achieved	≥ 90%	
	Former apprenticeship students	93.1%	2.7%		93.2%	2.8%	Achieved		
	Unemployment Rate ⁵								
		%	+/-		%	+/-			
Former diploma, associate degree and certificate students	11.4%	2.3%	≤ 12.7%	11.2%	2.6%	Exceeded	11.1%	< unemployment rate for individuals with high school credentials or less	
Former apprenticeship students	10.5%	2.9%		5.7%	2.5%	Exceeded			

Notes: TBI - Institutions are required to include their target and assessment.

TBD - for measures where results are still to be received, the fields have been labelled as "To Be Determined".

1. Please consult the 2017-2018 Standards Manual for a current description of each measure. See https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf
2. Results from the 2016-2017 reporting year are based on data from the 2016-2017 fiscal year; results from the 2017-2018 reporting period are based on data from the 2017-2018 fiscal year.

3. Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2017-2018 reporting year are a three-year average of the 2014-2015, 2015-2016, and 2016-2017 fiscal years. Changes have been made to the Credentials Awarded methodology. The details of the new methodology can be found on page 17 of the 2017-2018 Standards Manual . Results from the 2016-2017 reporting year have been recalculated to reflect the change in methodology.
4. Results from the 2016-2017 reporting year are based on data from the 2015-2016 fiscal year; results from the 2017-2018 reporting period are based on data from the 2016-2017 fiscal year. CNC's Aboriginal spaces target is to maintain actual Aboriginal Spaces as a per cent of domestic student population for the same reporting year.
5. Results from the 2016-2017 reporting year are based on 2016 survey data; results from the 2017-2018 reporting year are based on 2017 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.
6. Changes have been made to the Student assessment of skill development methodology to better reflect the answers provided by individual students. The details of the new methodology can be found on page 21 of the 2017-2018 Standards Manual. Results from the 2016-2017 reporting year have been recalculated to reflect the change in methodology.

Target assessment scale	Description
Exceeded	110% or more of the target
Achieved	100% - 109% of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target
Not Assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets.

Performance Measures Not Achieved

Student Spaces

A. Total student spaces – A declining 15 to 19 age population^[10] and a strong labour market in the New Caledonia Region has had a steady impact on CNC's FTE, particularly within the community campuses. To offset the declining population and the potential barriers preventing students from accessing post secondary education in their home communities, CNC continues to increase access to relevant programming through Digital Delivery Instruction and continues to develop and provide quality Community and Continuing Education programming. For instance, in 2018-19 Community and Continuing Education's Bookkeeping Certificate as well as several university transferrable courses will be available for the first time at all community campuses through Digital Delivery Instruction.

CNC is committed to serving the rural and remote student population within the region. We will continue to pursue innovative technologies, community partnerships and quality Continuing and Community Education programming as a means to increase access and meet the needs of new and continuing students and the communities we serve. It is important to recognize that the Ministry's FTE model does not represent the volume of educational opportunities made available by the College and that we would encourage review of the FTE model and subsequent targets set by the Ministry.

B. Nursing and allied health – FTE targets have remained constant while there has been flux in programming. For example, the suspension of the Nursing Unit Clerk program while the program is undergoing renewal had a small impact on Allied Health FTE. CNC had the first intake of the Dental Hygiene program in 2017-2018, 16 additional spaces will be made available in the upcoming Academic Year as the first year students move into their second year of studies. The targets for this measure do

[10] Sub-provincial Population Estimates by 5 year Age Groups – New Caledonia College Region. <https://www.bcstats.gov.bc.ca/apps/PopulationEstimates.aspx>. Date accessed: 6/19/2018

not account for attrition in the second year of health science programs; CNC is taking steps to ensure retention of students into the second year of programs by way of increased student supports and resources to encourage student success.

C. Student spaces in developmental programs – CNC has seen a 9.5 per cent growth in FTE between 2016-2017 and 2017-2018 fiscal years.

Student Assessment of Usefulness of knowledge and Skills in Job

For CNC, this measure appears to be influenced by the relevance of the graduates' main job to their training. CNC's performance result for diploma, associate degree and certificate graduates improves to 96 per cent for graduates in jobs that the respondent rated 'very or 'somewhat' related to their training.

Financial Information

For the most recent financial information, please see the Audited Financial Statements available at http://www.cnc.bc.ca/Working/Financial_Services.htm

Contact Hour Activity Report

The Contact Hour Activity Report has been uploaded to the Ministry of Advanced Education's Accountability Framework SharePoint site.



Appendixes

Performance measure	Reporting Year					
	Actual 2016-2017		Target 2017-2018	Actual 2017-2018		Assessment 2017-2018
Former diploma, associate degree and certificate students' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	89.1%	1.7%	≥ 85%	87.6%	1.8%	Achieved
Written communication	83.5%	2.4%		81.2%	2.6%	
Oral communication	84.0%	2.4%		81.2%	2.6%	
Group collaboration	91.0%	1.6%		89.8%	1.8%	
Critical analysis	92.0%	1.5%		91.6%	1.6%	
Problem resolution	89.9%	1.7%		86.4%	2.0%	
Learn on your own	90.3%	1.6%		88.8%	1.8%	
Reading and comprehension	92.0%	1.5%		92.6%	1.5%	
Former apprenticeship students' assessment of skill development						
Skills development (avg. %)	85.0%	3.7%	≥ 85%	88.0%	3.6%	Achieved
Written communication	69.3%	7.0%		77.5%	6.6%	
Oral communication	67.4%	7.7%		75.5%	6.7%	
Group collaboration	84.8%	3.9%		88.7%	3.8%	
Critical analysis	91.7%	2.7%		91.7%	2.9%	
Problem resolution	86.8%	3.5%		88.8%	3.5%	
Learn on your own	84.9%	3.7%		90.2%	3.3%	
Reading and comprehension	92.8%	2.7%		90.7%	3.2%	



